

Home
Education

PI pneu54G

HOUSE OF EDUCATION,
AMBLESIDE.

Questions for
Appendix

Some Principles

Children are a public trust.
Mother owes "a thinking love" to her children.
The lesson of the "dreadful defect" -
Latent methods of Ed.
Method - a way to an end
A system, carries the method.
The child's estate -
Code of education in the Gospels
Opposing the children
Children are born law-abiding -
The mother in the M. Ps. are law-compelled -
Parents may offend their child by disregarding the laws of health -
and of the intellectual life
and of the moral life
Hindering the child
17 - Omit "a good devoted mother - responsibility" - & ask much

What does that - - - - - What follows
What is does Reth. Paul & his friends?
What is W. Herbert Spencer's argument for the study of education?
Contract. You or give old theories with new notions.
Don't mix the opposed characters of a system + a method.
Why is a system tempting to parents?
What do the Gospels say about children and their mothers?
What are the 3 commitments of the Gospel to parents?
His long struggle between opposing & obeying child
What is the said of parents whose children have no sense of ought?
Trace the steps by which a mother's "no" comes to be disregarded.
How may it -
How may it -
In what way may parents hinder their children in their access to God.

Condition of body & brain activity;
Exercise -

~~Rules & changes of occupation~~

Rest after meals

Change of occupation

Nourishment -

Certain causes affect the
quality of the blood

Food must be varied

Children spend nights of intellect

Concerning meals -

Talk at meals -

Variety

Pure Air -

Air as important as food

What is the first condition of success - can
there be daily efforts - intel:
moral & physical are not ^{p3 p11} perfect.

On that principle is the
blood supply regulated

Show the importance of
What is the best time for
lessons? Why?

Why what principle should a
time table be arranged -

Show that brain activity is
affected by nourishment.
What qualities in food increase
the vitality of the blood?

Why must

Show that Chⁿ -

Give a few useful rules - - ?

Why should there be - - - ?

Give some useful rules to show -

fully
checked - - -

22-23. 2 C. 3 -

"before (say in half an hour) &
after breakfast

23. 1. 11

"faculties" - powers

Indoor air
 Ventilation
 night air wholesome
 Sunshine
 In perspiration.

Insensible perspiration
 in us -

Daily bath & perspiration

"Mere" of law in ed m
 comparing cases of intention
 & about
 Law of lips more blunders
 New prison law.

"Mind" & "matter" equally
 governed by law.

32. 1. 15. 9 "from with project - say
 that" Cap A M.
 9 "only"
 9 "for ventilation - better to
 put up with the little to

permeable

Show the danger of stuffy rooms.
 What principle must regulate - ?

Why is - - - ?
 Upon what physiological fact does
 the need of sunshine depend?
 Show that the skin does
 much scavenger work -
 Why do persons die of elephant
 scabs or leprosy?

Why is a daily bath necessary?
 Give some instructions for clothing
 children
 What shall be the method of all this?
 Why are - - - - - not sufficient?
 How may we meet the danger
 of religion arising from the blunders
 of some religionists?
 What does the superior morality of
 some men believe about 5?

32. 2. 6. "Pione" etc.
 33 - 1. 4. " " etc.

Antagonism to law shown
by some religious people

Parents must acquire
themselves its
principles of physics & moral
science

Education must rest
on basis of natural law.

show that all observance
of law brings its reward -
Why should not parents lay
up crucial difficulties
for their children?

Why should parents study
mental & moral science?

36 2 14

"lectures" / pages

" " 17 " "

" " 19 "mother's / parents.

Out of door life
Meals out of doors
" " " for dwellers
in towns & suburbs.

What the
possibilities of a
day in the open -

'Light-seeing'

Educational value

'Picture-Painting'

Lasting value of
method of
training on the attention
being fully in detail.

What mother's part in
the game -
A means of the child's
development

Why is - especially important
What is the purpose of - - - ?
What might be accomplished
by - - - ?

What picture on Sir John's cloth
remembered in - - - ?

What of story books or tale-telling
on such occasions?

What of the 'baby' ?
Give an example of
'Light-seeing'.

What are the six exercises
used in the game - ?
Show the value of discrimination
observation.

What is meant by - - - ?
Give an example.
Show the value of his exercise.
What caution must be
borne in mind?
What invaluable habit (habit)
this game tends to form?

What is - - - ?
What is the after-ward for
taking pains in the act of seeing?
A caution the student?

Flowers & Trees
Children should
know ^{field} crops.

Field flowers - & the
life history of each
plant.

The study of trees
The season should be
followed.

Calendars & notebooks

"Living Creatures" - a
field of interest &
delight.

Children should be ^{encouraged} to ^{keep} ^{records} ^{of} ^{observations}.

The power of public
opinion in the home.

What town, etc. can do

44.1.1 for vol. 2 pch.

12/6 -

Not out not per.

with that field crops
may be seen right in
eye reach - but.

What should a child know
of any wild flowers of his
neighborhood?

How should the teacher up ---?

Whether the ---
in the study of trees -

Whether should be made
of calendars and books?

What part of the pleasure
living in 'may' secured
in town dwellers?

Of what 'creatures' may
children have the habits?
What points etc. are most
suitable to observe?

How should the child of different
conditions feel about the world?

What can --- in getting
knowledge of 'living creatures'?

44.1.1 for vol. 2 pch.

44.1.6 "just" 1/2
" " & "John Jones" the cat

Nature's teaching.

Overpressure.

Object lessons.

A child learns from things.

The sense of beauty comes from early contact with nature.

Most of our men have the faculty of observation.

We should show the child the world as it is, not as we wish it to be.

"The world as it is" should be the basis of the child's knowledge of things.

Every natural object is a member of a series.

Parents will pass on to the hands of science men.

Characteristics - p9pneu549

Wherein lies the danger of -

Why does - - - inapparent?

Why does - - - most - - - ?

Give some examples showing that - - -

What does Dickens say on this subject?

Compare town & country as to this -

How does the fact of the - - - make for education?

How should the fact of the - - - influence parents & teachers?

Liberty with nature makes for himself well-being.

~~The child should be turned from within with nature, not from without.~~

Out of door Geography

Small things may suggest great in ^{practical} geography.

The position of the sun -

Don't teach, even a child

(Insert par.) ^{map work to be added}

Distance - direction - boundaries

Nature of field crops - occupations of people

The pool & the brook

Hills & dales
creeching towns & villages
Plains in the land

P.S. Insert par. at local flog -

p10pneu549
In what ways does - - - ?

Show that - - -

What should the teacher be taught to show all the position of the sun?

What should the teacher be taught of these -

How many - - - to teach from a child's observation.

How should - - - be observed -

What may be learned from - - - ?

And from - - - ?
What information should a child gather from these -

The Child & Mother's Nature

The mother must
restrain from much etc
A new acquaintance
Nothing permissible
the mother -
Out of her fingers, etc.

The French Lesson

Noisy games.

Romances

Shipping rope & Chubb-rod

Climbing

Clothing.

Why must

How is --- begun?

Whaler's

Why not --- to matter

Why not up and down in cris
shouts out of doors?

Why not run besides

From the best way of using
shipping rope & Chubb-rod

What is to be said for tag line?

What is to be said for rope
line?

66. P. 1 line 1.

"this kind"

his, or rather of a more
educational kind

66. 2. 7 "nine" / six, or it

65, 1. 1

"has some" / many

Walks in bad weather

Winter walks as necessary
as summer walks
pleasures ^{connected with} fresh snow
Chf must be kept alert
on dull days

Winter observation -

Table of attention -

Wet-weather tramp.

with
familiarity for

Precautions

Chf Children require

Country air

The essential proportion
of oxygen -
excess of carbonic
acid gas

Table ^{Newman} ^{Kinn}
Scouting (Baden Powell)

Why are

What are the ---
How many chf's ---

How does winter kind
lead to observation

Instance the young Koutin
Kinn - Baden Powell's Scout
as given the ---

Why are --- wholesome
& necessary

What sort of garments
are necessary? Why?
What precautions should
be taken in wind

How many the essential
to be diminished

How is --- produced

72 1. 2 "does not harm" / is healthy

Fulness of life not
possible in towns.

Unvitalized surroundings

Solar light

A physical ideal possible

Why do we especially need - - - ?

Shed that old regime - -

Describe a. - - - - I shall

the use of having such an ideal -

Part III

The Part of Habit in Education

Habit is Ten Natures

Education based upon natural law -

a healthy brain out of doors life

Habit, the instrument of the work

Children have no self-compelling power

An educated child does love ^{and} religion as child loves

75 1.1 "you" / others
" 1.7 "that" / from one of the three possible points of view -
" 1.8 "will" / the in will

74 1.1 "you will" - that
" " "that" / caps
" " 2 "you" / the reader
" " 3 "will consider" / have considered

Show that a healthy brain & out of doors life are conditions of education -

What is the - ?

Show that eduⁿ is common -

Show that we -

76. 2, 3 "as theory - important" of

74.1.8 "lecture on" / sketch of
" 9 "came" / comes
" 10 "was" / is

74.2 1 "the subject for today" / the next subject for consideration
" 3 "you" /

But there are not
enough -

Why ch^o are concepts of
study effort

Ch^o sh^d be saved the
effort of decision

What is "Nature"?

To child as a human being

All persons born with
the same primary desires

and affections

Contents of the most elementary
notion of human nature

Nature plus heredity -

plus personal physical
condition -

Human nature the
sum of certain qualities

Show that - - -

Why are - - - ?

Why sh^d - - - ?

What may we see of -

Show that - - -

Illustrate the fact that
all persons

have some affection
common to all

What are some of the

Show the strength of - - -

What differences do
- - - find at - ?

of what - is - - -
- - - ?

The child must not be
left to his "inner nature"

Problems beyond the
education

Divine grace works on
the basis of human effort

The best of parents
must not be surprised

Habit may supply the
nature

Habit runs on the lines
of nature

But habit may be
loved

A mother from her own
habit of mothering

Habit forces nature
into new channels

Parents & teachers must
tear down lines of habit

Why must not

What is the

Shut that

Why must not

Shut that

How must habit not
be a lever?

Shut that

Illustrate the
fact that

Lowest end must

The Lying Influence
of Habit

Direction of

Habit & free will

Habit rules mind from
in a hundred years

through the rest

Habit powerful
even when the will
decides

The Rhythm of Habit

forming tissues from them
selves to modes of action

therefore when we learn
during living as at
early age

In that direction that line
of habit is down?

Does education in habits
interfere with —

What now good this that
— should rule

What that habit is

What that rhythm of habit
the —

What that rhythm
of habit

- Py. 1. 4 "As the brain" // 2n
a case where
" " 6. (many - end) // 3n
" " 7 "this thing" // 4n
" " 8 "it" // 5n
" " 9 "the action" // 6n

48. 1 10 "revised" / presides

Moral cemented habits
make their mark upon
"physical tissues"

Why do ——— ?

Persistent brains of thought

Show the dangers of ———

Incessant regeneration
of brain tissues

What does the ———
imply to the educator?

Artificial reflex actions
may be acquired —

Show that to acquire ———
is a great part of eduⁿ

Intellect & moral
eduⁿ —

What are the objects of
of ——— ?

Character affected by
acquired impressions
of brain tissues —

Show that — is —

Outside influences

Show the need for
care with regard to —

The forming of a habit — "this
medium after" —

Habit, a delight in itself

Show that — is —

92.2.6 "to the brain"
in the business of the
"9 - "rather" }

misguided sympathy,
a hindrance in the
formation of habits

Past: watchfulness, &
perseverance

Steps in the
formation of a habit -

The dangerous stage

Infant Habits

Cleanliness

Some branches of infant
education -

A sensitive nose

The baby, ubiquitous

97.1.7 "the nurses belong"
there are still some nurses
who belong

97.1.9 "they don't know
all"

show that - - is - -

What are the qualities
necessary in the mother
who is to form habits in
her child?

What are the - -

What is the - - ?

show the necessity for - -
in nursing
How do cleanliness, etc.,
etc. - educate a child?

show that the training of
- - is an important part
of edn. -

Why do nurses know that
- - ?

97.2.3 "given us" not only
as an avenue of pleasure, but

~~that the nurses know that~~

Personal cleanliness as an
early habit

Modesty & purity

The habit of obedience
as the cause of harmony
A full & active life

Order, essential

The child of two will
be ^{away} playing

Features about boys

Regularity -

Habits of ^{living} regularity
speech -

Physical Exercises

Importance of daily -

Moral qualities in
alert movements -
Full of good manners

show that - - - - -
made - - - - -

How may parents
approach the subject of

show how - - - - -
are safeguards

show that - - - - - is the
best safeguard

In what ways should
order reign in nursery?

show how & why - - - - -

Distinguishing between boys & girls -

What occasions are there
for - - - - - with an infant

show that irregularity
leads to self-indulgence

show the imp^t of daily - - - - -

What - - - - - appears - - - - - ?

suggest a - - - - -

Learning of the canon

The habit of music

Let chr alone

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How well you train
to

How may
be cultivated -

How well the mother
who trains habits can let
her chr alone -

104 C & P
after intervals
CP & Tom 8/7

Part IV Some habits of mind

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A Science of mind

Edw. in habit from
an easy left

Training in habits become
a habit.

Habits inspired in the
home atmosphere.

The habit of attention

A mind at the mercy of
associations.

Wandering Attention

The habit of to be
cult. in the report.

Attention to things

words a vacuum

What can a knowledge of the
science effect?

Then What

Then how the mother's labors
are ceased by the fact that

Instances some

Why is — of superior importance?

Instances some

From literature?

What is the harm of —?

How is

How cultivate — — —?

How may teachers check
moving over lessons?

100. 1.1 "I speak" / write
110 3.1 How help the
of mind in the work of
the child? for

if / capt is / but / life
111 Reading lesson - inserted
bef. Part. 111

Unit: Reading Lesson

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Principles

Upon what — is the
F.R.L. worked out?

Steps

What are the —?

Advantages of method

What are the —?

Lessons attract

On what principles

What may be made —?

Time - little spent
work in a given hour

Show value of —

Drawn up on
what principle

On — — — — —

a natural reward

What is the — — — — —
attention at lesson.

Emulation

What is to be said for
emulation?

P. 114. cont. par 1. Emulation becomes decided
when it is used as the incentive to intellectual
effort. Because the desire for knowledge extends
in proportion as the desire to excel becomes active,

112.7.5. The child knows,
certainly,

Character of
: but the danger

It must be especially alive
to the substitution of any
other natural desire for that
of knowledge; which is equal
natural & inadequate for all
the purposes of education.

Affection as a
motivation

Attractiveness of
knowledge

What is Attention
Self-compelled

The secret of overport

The School boy
how and

Workroom how
treatment - for money
The disciples of cons.

Reward & punishment
as relative consequences
of conduct
natural & educative
consequences

114, 7.5 "Mamma" Mother

117 - Cont. Par. 1.

Customs of giving home work, at any rate, by
children under 10 years is greatly to be deprecated.
The giving of "contributions" of home work
to the school is a childishness; + a very
poor scheme of discipline, as captured
in the following names.

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What is the best
in employment

What is the best
supposed motive with learning

How is your motive

What is

How many parents
of use in

Describe a method of

What is the Socratic
aspect of
that that

Disciplinary behavior

118. Par 22 last 3 pages of
"Mamma"

At the same time, the
work, at any rate, by
children under 10 years is greatly to be deprecated.
The giving of "contributions" of home work
to the school is a childishness; + a very
poor scheme of discipline, as captured
in the following names.

The Habits of Thought

Rapid mental effort
Goal must be stimulated

The Hab. of Thinking

"O lion"
Operations involved
in "Thinking"

The Hab. of Reasoning

Defense of the incognite

Commonplace taken

Tales of imagination

Imag. & great concepts

Imag. part -

Lesson and feed

But chiefly story like

"4.3.8." Arell of "parts" of
Thompson

How may
secured
How may

Give the ex. of thinking
cited -

What - as - - - ?

What is
the double danger
of too many phs. running

to
show that - - - can
running both in
How ~~that~~ ~~have~~ applied the
that ~~that~~ ~~have~~ applied the
a double life
that they will commonly
have got under as we have
imagination.

Upon what does imagination grow?
What lessons and feedings
- - - Why?

The H. of memory.

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Recall & collecting

A. Spenser's memory

memory - a record in
the brain substance

Mind makes what
conditions

Attention

Recollection the law
of assoc. -

Every lesson must
recall the last

Profound to the receding
power of the brain -

But - limit of assoc. a condition
of recollection

The H. of assoc. ex.

Normal perspective - internal
for the

Dishighthness

What is the cause of
the increase of

Shows that - is -

How is an impression
blended?

Shows that - depends
upon

Shows that if -
only, all the lessons on
that subject will be
remembered.

Given, that conditions
may be a say there is -

Shows that -
there is to be discovered

What national character
tenders us from the effort

The habit of turning
out imperfect work.

A child I'd expect
perfectly.

Some moral ~~to~~ the fact

The whole duty of fact -
Wilfulness.

Obedience no accidental
duty.

They go this is right -

No child must have
the desire to obey.

Expect obedience.

Child who do as they
choose.

Law ensures liberty.

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Show the danger of -

Summary - - he taught
to ?

Show that - is the

Show that - is the
state opposed to God.

Show that a parent has
no right to force God.

What is the true method
in schools?

Correct for the fact that
child's heart is not an
open pasture.

Why may mother & teacher

Have no - - - - - in practice

Show that it is not enough
to say, showing the child
with liberty.

Pathology.

Three causes of lying

All nations -

only one individual
on earth

Accuracy of statements

Exaggeration

Ludicrous embellishments

Reverence &c -

Sweet Temper

Temper born in child? Is

not temper but tendency

Parents must correct

tendency by new habit
of temper

Change the child's

thoughts

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What are the - ?

Show that - are -

How is it that -

How would you secure

How would you deal with - ?

Show that rest
concerned in - class
Special attention in the day

Show that -
is born with the child

How must -

Show the happiness of
- ? -

Part II Lessons as

page 105

Age of pedagogy

Then this is

Parents must reflect
on the subject - make
of instruction

Why must

Have the best primary
for young child

Then this is

But then mother must
have definite views

Why must

Then I go to the mother

What is the

Let learn to grow rather
than to know

Show that

Sorting of the material
of knowledge

Show that any
is unnecessary for
hobby child

Child learn to get ideas

What is an idea?

140.1.10

At this stage - teaching
almost / caps

140.1.7 Materials

Idea a ~~quantitative~~ form
endowed with vital force
grow & produce after
their kind

Scott & Stephenson
worked out ideas

Value of dominant
idea

Lessons must
govern ideas

Class learn to
get knowledge

impartial knowledge
from Chr. the basis of
education

D. Arnold's knowledge
as a child

Literature proper for class

Young test it. should be
applied to this lesson

Resume of six pts
already mentioned

p30 pna 46

Should not an idea feed
itself & produce

What did Scott & Stephenson
do, each, with
an idea?

Should this

Why must

What quality of knowledge
should we get?

Should that

Illustrate

Describe the

What are the

from a

The kindergarten as a place of the I

The mother the best
K.G.

The nursery need
not be a K.G.

Field of knowledge & this
circumstances -

K.G. of a good eye
& a fair hand -

"Sweetness & light" in
K.G.

Joyousness in K.G.

Chen that

My mind not?

Show that the child's
possess of real knowl^d may
be considered by K.G.

Show that
may be trained at home

Show that the child
gives a hint of the develop^t
wishes for the nursery
Show that the child
encouraged to nursery

145 Chen's title as above

146, 1.4 "Music"

Some of these

Follow with other K.G. papers

147, 1.2 "What was - behind" &
148 1.12 "The principles of"

146, 1.17 "Some of"
& being apt to become developed
in the

The First Reading Lesson.

By what arguments
is this method
supported.

Show fully the
steps in a first
lesson.

Further Reading Lessons.

Is it worth
while to make a
'pussy'-box? or
a 'may-bee' box?

Show how much
use could be
made of these.

When the time of the teacher must be a first
consideration good work may be done with
many a capital little first reading book, ^{for example} ~~notably~~
with Miss Knapp's Happy Reader which children
take to very kindly.

Reading

How speaking words
are open?

Mr. Wesley's plan

The Alphabet

word-making

" with long
vowels

early spelling

reading at sight

Prose reading ^{open}

Careful pronunciation

6 years work -

ordinary method

1st lesson

How much the

Describe

How may ^{be learned}

Describe the first lesson
in

Describe a lesson

How should ^{be taught}

Describe ^{the steps}

in a first lesson

What is to be said in

favour of

How would you account
a child

What should be

Of with ordinary method

Writing

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156. 2. 2 "as was said before"
as in this matter.
157. 1. 3 state chalk/blackboard
- 157 2. 11 time characters
- 157 3. 1 headlines & which are on the whole
to be eschewed.

Lect VI

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How is _____ carried on?

Show that the _____ is _____

What is the bill?

~~Show that~~ In what respects may _____

Show that _____

What are the three _____?

What is the _____?

Show that parents _____

Show that _____

What is _____ of the will?

What are the _____

Show that the will does not always

act for _____

Show that _____ is _____

How is your _____ effective from non effective persons?

How does _____?

What is the way of the will?

~~Show that~~ What are incentives, how
change of thought -?

What should be taught a child ^{p36neu 549} as to the
power of will they possess?
Show that
show that habit

show the necessity of
show by what line of conduct all
parents by themselves strengthen the
wills of their child?
How may child be taught to acquire the
show that

Conscience

What is the function of conscience?
What is implied in conscience?
Show that the

Conscience
Show that conscience is
What does the word conscience mean?
Show that
How does it act?
What are the

Show that _____ right.
How does the _____ set?

Show that _____
How would you interpret the moral idea
contained in the Bible & when?

Show the use of tales in the teaching of morals.

Show the extremes _____

How would you interpret Ch. as to
'Kindness' for example.

What is the said of the _____?

The I coin life in the _____

What is the "very" _____?

Show that parents _____

Show fully what are the functions _____

What is the life of the soul?

Describe the illustration of the tree & the
apple tree what is the parent's part
in quickening the Divine life in his child?

Show how the cumulative of the tree & the
apple tree _____

By what two different ideas is God
most often presented to the child?

What precautions must a mother take
to secure that her child get inspiring ideas
of God?

Show that _____

How would you select getting
& vital ideas?

Show the dangers of conformity
(being good) with knowing God -

What cautions will the mother observe
as to _____ instruction?

Make some suggestions for the use of the _____

How might a mother give her child
the idea of God as Father & Son?

How many Ch. be brought up in
allegiance to Christ?

How would you bring the thought of the
Saviour home to Ch.?

Show that the indwelling of Christ is
a thought-fit for children

+ Papers
✓ kindergarten
2 ✓ reading lessons
✓ bridge papers
Nat. Ph. - notes of Am. book
Levy papers to read
from 3rd yr. of primary school
family fair

Picture Talk
Illustrations